TEACHING FOR BILITERACY IN THE HONDURAN PUBLIC EDUCATION SYSTEM

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by
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Abstract

English has become the language for business, trade, education, and academia around the world. Embedding English within a curriculum fosters the opportunity for speakers of other languages and culturally and linguistically diverse students to have access to a more competitive world of employment. Countries like Honduras are limited to less opportunities due to the lack of a good quality public education, and private education is unaffordable for most Honduran families. Hammond (2015) expressed that there is sufficient research that demonstrates how people in poverty are not lazier or less likely to appreciate education than their wealthier counterparts; it becomes difficult for the Honduran society to witness this since the public education system has neglected these children and has been unable to provide them with the opportunity to have a better life quality than those of their parents. This situation has created a gap in the TESOL field in Honduras. It has also created the need to directly address such an important issue as the education of kids in the public system. This project provides students from the public schools in Honduras with the opportunity to be exposed to high quality and free bilingual education by teaching for biliteracy through the implementation of a Biliteracy Unit Framework (BUF). This BUF integrates the English Language Proficiency standards and Currículo Nacional Básico from Honduras.

Dedication

I dedicate this project to my parents Perla Aguilar and Cecilio Valladares with whom I will be forever thankful. I thank their years of sacrifice and support towards me and my siblings. Finally, this project is dedicated to the children of Honduras for inspiring to provide them with the education they deserve.

Acknowledgments

I would like to express my gratitude to Dr. Elena King for the support she has given me throughout my graduation studies. She helped me see the world of TESOL from a more humanistic perspective. I also thank all my teachers from the TESOL graduate program of Greensboro College for empowering me with the tools I need to transform the TESOL field.

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Chapter 1: Introduction

As a culturally responsive teacher, I understand the need to provide every child with a high-quality education. When children are exposed to a high-quality education, and provided with the same opportunities as everyone, regardless of their socioeconomic status, we can contribute to the closing of the achievement gap. Hammond (2015) says that as educators, we must recognize that we help preserve the achievement gap when we refuse to teach advanced cognitive skills to students with a "disadvantaged" socioeconomic status. For this reason, my project is a descriptive study that justifies the need to teach for biliteracy in the Honduran public education system.

The motivation for this research project is to provide children with scarce resources with a free, state of the art bilingual education. "El *Código de la Niñez y la Adolescencia*" – Honduran Code of Children and Adolescents. Art. 36. Chap. V. Section I. Explicitly indicates "The right to education includes the right to have access to an education Up-to-date and quality, in accordance with the needs of the person and society". The needs of today's society demonstrate how it can be advantageous for people to learn English. By providing Honduran children with the opportunity to become bilingual, sponsored by the state, we would foster the possibility to better their life conditions in the future.

The English Language Centre (2013) points out that knowing English increases the chances of getting a good job in a multinational company within the home country or abroad. Several countries in Latin America have understood the importance of English and have made important efforts in the teaching of English. However, Cronquist and Fiszbein (2017), published

that test results indicate that English proficiency is very low in Latin America. The Honduran education system is not generating students with the necessary levels of English proficiency. Schools are often unable to provide the necessary English classes, and those that do tend to provide poor quality classes. Learning opportunities outside the education system, while increasingly available, fail to make up for shortcomings.

It is a social mandate to empower the children of my home country of Honduras with the necessary tools for them to thrive in society. There are no public bilingual schools in Honduras, or successful government funded programs for children to learn English. For this reason, creating a biliteracy unit framework (BUF), contextualized to the Honduran social reality, becomes a viable way to close the achievement gap; teaching for biliteracy must become a reality. According to Beeman and Urow (2013), teaching for biliteracy requires strategic use of Spanish and English. It must ensure that students acquire listening, speaking, reading, and writing skills in both Spanish and English across content areas.

Beeman and Urow (2013) also state the importance of planning for biliteracy. All biliteracy programs would have a well-articulated language and content allocation plan that tells students and teachers what is expected. This plan facilitates the tasks and assignments of designing schedules and making decisions about what literacy components are using which language and it helps teachers determine when and how to bridge.

They also exemplify that these BUFs consist of learning new concepts and literacy skills in one language, a bridge where both languages are side by side, and extension activities in the other language. Therefore, this project must be based on the Content and Language Integrated Learning (CLIL) approach. CLIL, being an integrated content-based instruction (ICB) approach, has many benefits. Herrera and Murry (2015), explain that language acquisition and content

learning are not separate acts of teaching. On the contrary, language functions as a means of instruction and learning. Context serves as the central component of interactions between the teacher and the student. When language and content are integrated, we provide students with contextualized learning experiences that facilitate simultaneous development of L2 proficiency and academic knowledge and skills.

By teaching for biliteracy in Honduras through a BUF, the children are immediately receiving instruction rooted in the academic content of the lesson. The more that student learn and comprehend language related to a specific content area, the more likely he or she is to comprehend future instruction in that content area (Herrera & Murry, 2016, p.224). Similarly, language-learning students greatly benefit from content-based instruction since classroom activities provide a meaningful context for language development and use. Additionally, ICB tasks have greater cognitive demands and emphasize the school curriculum, (Herrera & Murry, 2016, p.225). This project only aims for success and will enable English Teachers in Honduras with a new way to teach. It is important to mention that this is a first step and not the culmination of a much broader endeavor.

This project integrates "*Diseño Curricular Nacional para la Educación Básica"*- National Curriculum Design for Basic Education from Honduras - which is the equivalent to the American Common Core - and the PreK-12 English Language Proficiency Standards. These standards were created by The Council of Chief State School Officers. This Honduran Dual Language program is designed for students who speak Spanish at home. Its main goal relies on developing cross cultural understanding, bilingualism, and biculturalism in all students. For this goal to be reached at least 50 percent of instructional time is to be delivered in Spanish and the other 50 percent is to be delivered in English as suggested by Beeman and Urow (2013). This

project focuses on creating one biliteracy unit framework with two sample lessons for second grade. The BUFs integrate science content and the PreK-12 English Language Proficiency Standards. I will create a google site with resources for these two lessons, videos on how to use the BUF, model the different lessons and a tutorial on how to create more lessons from this BUF and further BUF units.

Chapter 2: Literature Review

Many countries in Latin America have understood the importance of learning English. As Fiszbein and Stanton (2018) explained, some Latin-American nations feel the responsibility to guarantee that students are prepared to enter the workforce with the necessary skills, one of these skills being English language proficiency. For this reason, during the past ten years, more than six countries from Mexico to Chile have established national English Language Learning (ELL) programs. These programs provided supervision and direction, and various more offered English language instruction in schools, although without a central coordinating body, as stated by Fiszbein and Stanton (2018). Honduras should make a greater effort to catch up with what these other countries are doing. According to the United Nations Development Programme (UNDP) 2020, "The Honduras' Human Development Index value for 2019 is 0.634— which puts the country in the medium human development category—positioning it at 132 out of 189 countries and territories." (p.2). Children's right to a high-quality education should be a nation's priority as well as ensuring the betterment of the quality of life of all its citizens; this immediately justifies the need to teach for biliteracy in the Honduran public education system.

This chapter reviews relevant literature pertaining to the basis of biliteracy and its connection to Dual language (DL) instruction, as well as its benefits. It also explains the origins of Content and Language Integrated Learning (CLIL), its educational advantages, and its application in the different DL programs in the U.S. Furthermore, this chapter outlines the Honduran socio political and economic context to justify why biliteracy unit frameworks should be implemented in Honduras through a dual language program. Finally, this chapter

contextualizes how this program should be different from the ones in the U.S., in terms of content and application, and why it should integrate the ELP standards and the Diseño Curricular Nacional Básico (DCNB).

Basis of Biliteracy

Biliteracy transcends the shallow meaning of being able to read and write in two languages. As defined by Colorin Colorado (n.d.) biliteracy means to be able to accurately communicate and comprehend written ideas through the grammatical systems, linguistic repertoire, and written symbols of two different languages. Bauer and Gort (2014) also make an important distinction to describe biliteracy as a special form of literacy that is not the same as the literacy experiences and processes of monolinguals. Similarly, Kabuto and Velasco (2017, as cited in Bauer et al., 2018), define biliteracy as "a sociopsycholinguistic practice that captures how students actively construct their understanding of text using multiple linguistic cuing systems (i.e., sematic, syntactic, and graphophonic), reflects how students mediate their world through text, and constructs "an interpretive framework" (p.7).

Biliteracy also sees linguistic events such as code-switching as an opportunity, rather than a deficit. Beeman and Urow's (2013) research highlights the work of biliteracy teachers that see events like code-switching from a multilingual perspective, identifying this as evidence of translanguaging, or taking advantage of and using all the available linguistic resources a person may have (p.4). In a biliteracy approach of teaching, events like translanguaging are expected and encouraged. Garcia (2020) describes translanguaging as "the unbounded and agentive dynamic actions of bilinguals as they use their entire linguistic/multimodal repertoire" (p.557). indicating that "bilinguals do language with a unitary linguistic repertoire that does not reflect

dual, separate linguistic systems or have a dual psycholinguistic correspondence, that is, bilinguals engage in translanguaging" (Garcia, 2020, p.557).

Some other views also exemplify how a bilingual approach to study biliteracy would not see "monolingualism" as the standard. This view does not agree with the assumption of monolingualism as the norm and emphasizes the importance of taking a bilingual lens that recognizes the interplay of languages in bilinguals (Dworin & Moll, 2006, as cited in Baure et al., 2018. p.36). Moreover, Grosjean reports (1989) A bilingual is not just "two monolinguals in one person, on the contrary, bilinguals possess unique linguistic resources beyond what monolinguals in either of the languages have." Bilinguals are enabled to use these resources strategically and with complete awareness of contextual factors (Martinez et al., 2006, as cited in Baure et al., 2018. p.36).

Some authors even make a distinction between bilingualism and biliteracy, with biliteracy defined as any type of communicative interaction that occurs in two languages or more by writing to create meaning (Hornberger, 2004, as cited in Katyia and Nomlomo, 2018, p.80). It can be achieved simultaneously or successively. Conjunctly, Hopewell and Escamilla (2014) say that the degrees of fluency in the two languages may not be the same according to contexts, nor the level of expertise. However, Reyes (2006, as cited in Katyia and Nomlomo, 2018), explains that "even when bilingualism reassures the students' home languages, it does not signify that they will develop reading and writing literacy in both languages" (p.80).

Biliteracy and Dual Language

Although bilingualism deals with the fluency of speaking in two languages, biliteracy embraces a person's ability to speak, read, listen, and write fluently and proficiently in two

languages while encompassing culture within these skills. Many schools around the world have understood the importance of biliteracy and have started implementing this approach in Dual Language (DL) programs, also known as two-way immersion. Herrera and Murry (2016) define DL as a model that provides integrated language and academic instruction for culturally and linguistically diverse (CLD) students and native English speakers. As Thomas and Collier (2012, as cited in Herrera and Murry, 2016) explain, DL programs integrate language learning with content-based instruction, where subject-area instruction is delivered to all students using both the language of CLD students and English (p.120).

Most DL programs range from kindergarten or first grade to fifth or sixth grade. As a matter of choice, DL programs would ideally last through middle school, and high school (Thomas & Collier, 2012, as cited in Herrera and Murry, 2016, p.120). At this point it is important to mention that there are two major types of DL programs, 90:10 model and the 50:50 model. The California Association for Bilingual Education (CABE), (2017), explains that in the 90:10 program the target language is used in kindergarten for ninety percent of the instructional time and English is used for ten percent. As students move further in the program, the amount of instruction in English increases by ten percent every grade level. According to CABE (2007), since literacy in the target language is developed before moving on to formally developing literacy in English, this program is a sequential literacy model. CABE (2007) also explains that the 50:50 model is not exactly as the 90:10 model. One of the differences between the two models is that in the 50:50 model the target language is used in kindergarten for fifty percent of the instructional time and English is used for another fifty percent and remains like that from the beginning to the end of the program. Moreover, the 50:50 model requires a detailed aligned curriculum in mathematics and language arts, thus the skills are not retaught or readdressed in

both languages. This model is considered a simultaneous literacy model, as developing literacy in the target language and English are fostered simultaneously.

Content and Language Integrated Learning (CLIL)

Dual language programs not only focus on biliteracy per se, but they also integrate content. As Thomas and Collier (2013), state that DL programs integrate language learning with content-based instruction just as CLIL proposes. CLIL is an approach that has the dual purpose of teaching curriculum content and a second language (L2) simultaneously, usually English being the language integrated with content (Banegas and del Pozo, 2020). The nature of a DL program allows for both The L1 and the L2 being integrated with content. As explained by Beeman and Urow (2013), The goal of dual-language programs is to develop cross-cultural understanding, bilingualism, and biculturalism. To reach such a goal, students are combined in the same classroom and instructional time is divided between English and Spanish. Once the allocation plan has been decided, whether a 50/50 or 80/20 program will be applied, teachers and administrators are the ones who determine what contents will be taught in each language.

Different authors have talked about the benefits of an approach such as CLIL. CLIL can increase learners' motivation towards learning what is being taught (Oxford University Press, 2010). This can enable students to progress faster than they would with deliberately separated subjects. In addition, Varkuti (2010), explains how CLIL students apply grammar rules more efficiently; they also have access to a noticeable wider range of specialized vocabulary, have more self-confidence, and show to be more spontaneous when using the second language. Moreover, Mariño (2014) explains that "students in CLIL programs have real access to specific

information within different knowledge areas and they can gain abilities which will help them better perform in their jobs" (p.153).

Authors also present CLIL as the most effective approach to teach a second or foreign language in a monolingual society. When it comes to monolingual societies, CLIL approach is a more effective means of language learning than intensive language. The objective of education is to provide functional foreign language knowledge. Another advantage of CLIL is its flexibility since it can be applied, through just two or three subjects at the beginning of a DL program. This helps learners to get used to the processes of internalizing knowledge acquired through the second language, (McDougald, 2018; Varkuti, 2010).

There is a framework, known as the 4C, intrinsic to CLIL that is applied to most DL Programs. This curriculum framework integrates communication, content, culture, and cognition and is developed through 5 dimensions: progression in knowledge, skills and understanding of content, engagement in higher order cognitive processing, interaction in the communicative context, development of appropriate communication skills, and acquisition of a deepening intercultural awareness (Harrop, 2012, p.58). This framework suits DL programs goals since, Marsh (2013), explains that it requires use of dual-focused language-sensitive methodologies close at hand with change of means of instruction from one language to another, this being a characteristic of DL programs.

Dual Language in the U.S and the Biliteracy Unit Frameworks.

Some states from The United States of America have understood that times are changing and have aimed for an education restructuring based on what today's society needs. Dual Language programs have emerged in response to these new needs. Collier and Thomas (2017)

say that educational systems around the world need to adjust the way education is composed. Education should aim to train students with competencies that would answer to the demands of a more intertwined and knowledge-driven world. Goldenberg and Wagner (2015) say that the modern bilingual education era in the United States began in the Cuban Revolution. Many Cubans who arrived in the U.S. back in 1959 had strong professional and business backgrounds. They wanted to succeed in their new English-speaking environment while maintaining their language and culture; the bilingual programs they started in Florida are still among the most successful DL programs in the country.

Today, the U.S. Department of Education (2015) has determined that to be considered a DL program, a state's definition had to indicate that programs deliver instruction in two languages and include a mix of language majority and language minority students. Twenty-six states and the District of Columbia fulfill this requirement, however there are around thirty-seven states that offer some type of bilingual education.

Through the years DL programs in the U.S. have shown different benefits according to some authors. Collier and Thomas (2003) point out that English learners have an opportunity to make faster-than-average progress on grade-level instruction than their monolingual peers. Mansori (2021) adds that DL programs act as a signal to universities that students who were part of these programs have excelled academically with the added rigor of learning another language simultaneously. In terms of student achievement Steel et al. (2017) found that students in immersion programs in kindergarten outperform their monolingual class counterparts in fifth grade reading by thirteen percent of a standard deviation, and in eighth grade reading by more than a fifth of a standard deviation. It is important to clarify that these estimates do not appear to vary by students' native language, meaning that regardless of their native language, students in

immersion programs outperform students in monolingual classes. Espinosa (2015) also brings up the fact that dual language learners benefit socially, linguistically, and cognitively from the language processing skills encompassed in the process of acquiring two or more languages.

The integration of content and language has allowed the success of DL programs. This integration has been facilitated by the implementation of Biliteracy Unit Frameworks (BUFs). Beeman and Urow (2013) explicitly state that BUFs respect and reflect three premises. First, The BUFs begin in Spanish and set aside time for Spanish, with Spanish being the target language. Second, the BUFs implement "The Bridge" where students use both their languages when learning Spanish literacy in the United States. Third, BUFs are constantly supporting the teaching of elements unique to each language by acknowledging the differences between Spanish and English linguistic rules and cultural norms.

Beeman and Urow (2013) also strongly recommend the key components of a successful BUF. These components include beginning with the concrete and moving to the abstract, moving from oracy to literacy, integrating content and language instruction, explicitly articulating the language of instruction, and creating time for providing a Bridge between the two languages.

Dual Language in Honduras.

Even when research shows how DL programs can be applied in public schools, this has not been the case in Honduras. In fact, bilingual instruction in English and Spanish is limited to those who can afford it. Lethaby (2018) says that Spanish-English bilingual schools in Latin America are considered elitist and this elitism is evidently used by schools and parents to gain mutual benefit. Honduras is the second country in Central America with the largest number of

bilingual schools (Diario La Prensa, 2014). There are around one hundred seventeen thousand bilingual students in Honduras (Diario El Heraldo, 2018); most bilingual schools in Honduras are private institutions, with only a few NPO sponsored bilingual schools where students learn how to speak and write in English fluently, Stanton (2018).

Honduran Socio Political and economic reality

Bilingual education is not accessible in a country like Honduras to many learners. The reality of Honduras does not allow for students to access bilingual education. As stated in the introduction, “the Honduras Human Development Index puts the country in the medium human development category, positioning it at 132 out of 189 countries and territories.” (UNDP, 2020, p.2). Honduras is one of the poorest countries in the world, thus the public education system does not equip students with the necessary skills to thrive in society. Research conducted with the employers indicates that, even in the most developed countries, universities no longer equip students to respond to the new, changed requirements to be placed in the contemporary jobs (McDougald, 2018, p.13). Honduras being underdeveloped falls far behind in this phenomenon. Additionally, the effective growth of the Honduran economy in the 1990s has been limited, among other things, by the burden of foreign debt. On the other hand, there is a high fiscal deficit (11%), together with the deterioration of the trade balance and the balance of payments imbalance. The external debt service (amortization and interest) has been above 30% of the value of the country's exports (Currículo Nacional Básico, 2003, p.6). This external debt has made it difficult for Honduras to make any important changes in terms of access to education.

Teaching for biliteracy in Honduras

As described earlier in chapter one, The English Language Centre (2013) points out that knowing English increases the chances of getting a good job in a multinational company within the home country or abroad. Several countries in Latin America have understood the importance of English and have made important efforts in the teaching of English. There is a possibility to provide the Honduran society to overcome the challenges that the socio political and economic context has put in their path to development. In a speech held at the United Nations Sustainable Development Goals and Post-2015 conference, Kulild (2014) said "Increased access to education can contribute to reducing poverty. Acquired basic skills such as reading, writing and numeracy, have a documented positive effect on marginalized populations' . It increases the rate of return on the economy" (para. 12). The teaching for Biliteracy in Honduras could be addressed if we contextualize the sociolinguistic premises presented by Beeman and Urow (2013). They contextualize these premises to the United States reality stating that Spanish in the United States is a minority language within a majority culture, meaning that even in schools where the population is Hispanic, coming from Hispanic families, Spanish is not their first language. Students use all the languages in their linguistic repertoire to develop literacy, and Spanish and English are governed by distinct linguistic rules and cultural Norms. In the case of Honduras, English is the minority language within a minority culture, meaning that English is not widely spoken in the country, nor do we have a large English-speaking population.

CCSSO English language proficiency standards and Currículo Nacional Básico.

Beeman and Urow (2013) point out that the first premise described above deals with the identification of languages and language users in a society. The second one, presents a

multilingual view on bilingual learners. The third one, highlights the linguistic similarities and differences between the L2 and the cultural norms of those who use it in different discourse communities. The CNB, the curriculum framework from Honduras, encompasses the content and flow of curricula for a specific population, addressing the first socio linguistic premise. The CNB (2003) describes itself as

> The normative instrument that establishes the capacities, competences, concepts, skills, abilities, and attitudes that every subject of the National Educational System must achieve in the levels, cycles and / or modalities that are governed by the Ministry of Education. The National Basic Curriculum is organized into curricular areas related to the general objectives of each level and cycle; It also provides guidance on the functionality of the different curricular elements.

When it comes to the ELP standards, the council of chief state school officers (CCSSO) created specific Language proficiency standards for speakers of languages different from English. CCSSO (2017) say that these standards were created after using WestEd services and the Understanding Language Initiative at Stanford Universities. CCSSO (2017) reports that:

> ELLs' primary languages and other social, cultural, and linguistic background knowledge and resources useful tools to help them navigate back and forth among their schools and their communities' valuable resources as they develop the social, cultural, and linguistic competencies required for effective communication in English. An awareness of culture should be embedded within curriculum, instruction, and assessment provided to ELLs.

This immediately connects with the second and third sociolinguistic premises for the creation of BUFs.

Chapter 3: Project design

In this chapter, I will explain the rationale for teaching for biliteracy in the Honduran public education system by implementing a Biliteracy Unit Framework (BUF) through the integration of the ELP standards and Currículo Nacional Básico from Honduras. The BUFs aims to provide students from the public schools in Honduras with the opportunity to be exposed to high quality free bilingual education.

These BUFs follow the content and language integrated learning (CLIL) approach of blending content and language together. CLIL derives from the Integrated Content Based (ICB) method, which according to Curtain and Haas (1995) integrates language and content instruction by incorporating subject-area content into language programs (as cited in Herrera and Murry, 2014, p.255). Coyle (2009) believes that CLIL "has the potential to add value to regular curriculum through intercultural teaching" (as cited by Brüning and Purrmann, 2014, p.2). By integrating the ELP standards and the Honduran CNB, this project enriches the Honduran curriculum, since there is not any other program like this in the country.

Creating a BUF to ensure the acquisition of the four skills through content areas, would help enrich the Honduran curriculum; this can only be achieved through a strategic use of English and Spanish (Beeman & Urow, 2013). Honduras shows a social need to educate fluent English speakers starting in kindergarten for several reasons. Spanish is the official language in Honduras, and English is the foreign language most spoken; this allows Honduras to be the leading country in Central America where students pursue higher education in the United States,

(U.S. Embassy, 2019). In the 2016 The Open Doors Report, Honduras shows “the greatest percentage increase for all of Mexico and Central America. Honduras sends more bright promising students to the U.S. than any other country in Central America –more than Costa Rica, Nicaragua and Belize combined” (para. 1). In addition, the most recent Open Doors report (2020), presents Honduras as the Central American country with the most students enrolled in intensive English programs in the U.S., 72 students followed by Costa Rica with 45. The best way to prepare students for future academic endeavors abroad is to expose them to a Dual Language program contextualized to the needs of their country.

Teaching for biliteracy fills a gap in the TESOL field in Honduras. Ur (2012) thinks that many TESOL researchers have very narrow or no experience at all when it comes to teaching experience, thus “their ideas on the pedagogical implications of their results may not be very practical and need to be treated with caution” (para. 15). These BUFs come together in a combination of both academic research and teaching experience, closing the gap between research and classroom practice.

A Dual Language program in Honduras will help close the achievement gap. Cummins et al. (2005), point out how research on biliteracy shows that bilinguals achieve higher levels of academic performance and higher levels of language proficiency in both languages when they can comprehend, recognize, exemplify, compare, and contrast their languages. In addition, bilingualism and biliteracy foster many cognitive advantages (Basset, 2019). Tamayo andTenjo-Macías (2019), point out how DL programs also promote awareness of a person's own culture by fostering learning about other people, and helping recognizing inherited traditions, costumes, set of values and beliefs that are important to someone. DL programs “help us see how we are connected, build trust, and foster stronger relationships” (Tamayo & Tenjo-Macías, 2019, p.91).

Moreover, teaching for biliteracy in the Honduran public education system can help families out of extreme poverty. Hammond (2015) reports that "most families are trapped in poverty and do not willingly embrace it as a way of life. Most poor families experience generational poverty because of the lack of opportunities for moving out of poverty" (p. 59). Teaching for biliteracy in Honduras becomes a real opportunity to undo structural limitations Honduran families face in terms of economic and educational opportunities.

The final product of this project does not limit itself to the creation of a BUF for second grade. This project presents Honduran teachers with a google site which contains resources for two sample lessons, videos on how to use the BUF, model the different lessons and a tutorial on how to create more lessons from this BUF and further BUF units. The BUFs integrate science content and the English Language Proficiency Standards created by the CCSSO.

Chapter 4: Final Project

This is a multi-stage project, that aims to teach for biliteracy in the Honduran public education system. It consists of a biliteracy unit framework, exemplary lesson plans which include the resources needed to teach such lessons, the unpacking of the Honduran science standards, a PD on the importance of guided reading, videos exemplifying TPR and the bridge, walkthroughs of both exemplary lessons, the BUF, the unpacking document, the ELP document, and a Google site, with all these resources compiled. This google site is to be constantly updated with more resources.

The site's address is https://sites.google.com/greensboro.edu/tfbhonduras/home

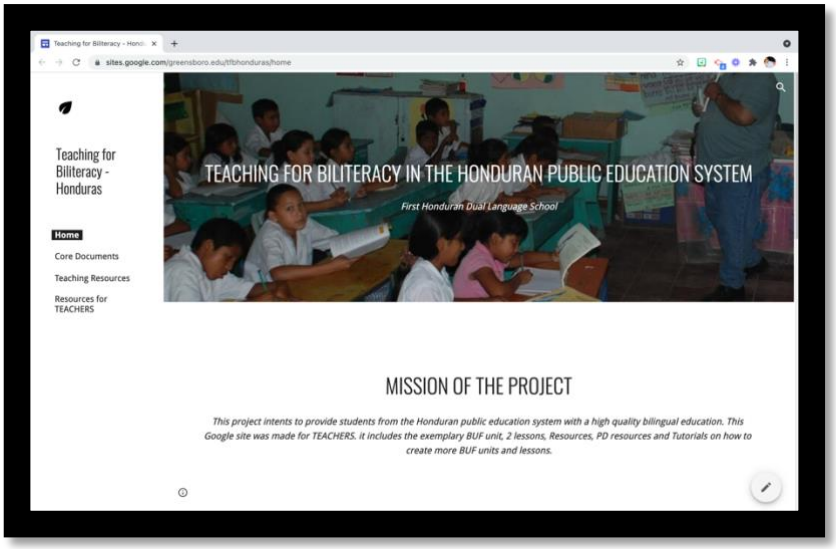


Figure 4.1: Home page

Teachers can find the homepage where I state the mission of this project.

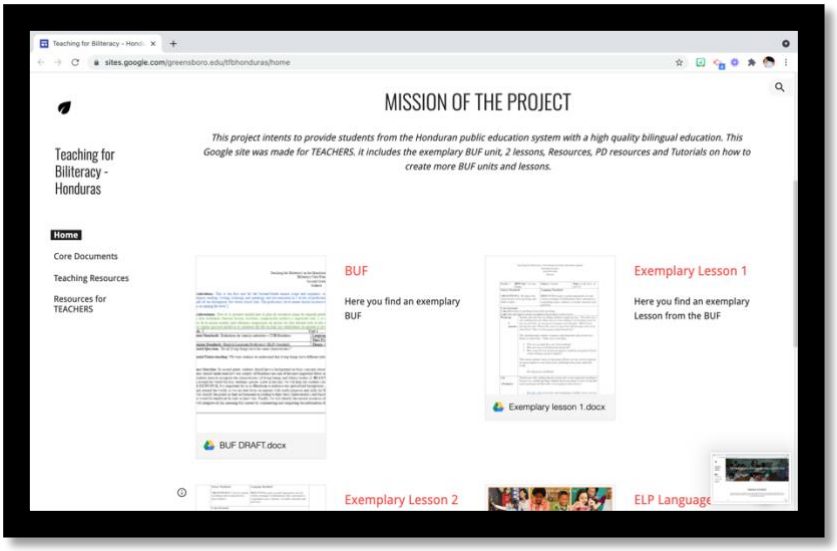


Figure 4.2: Documents part 1

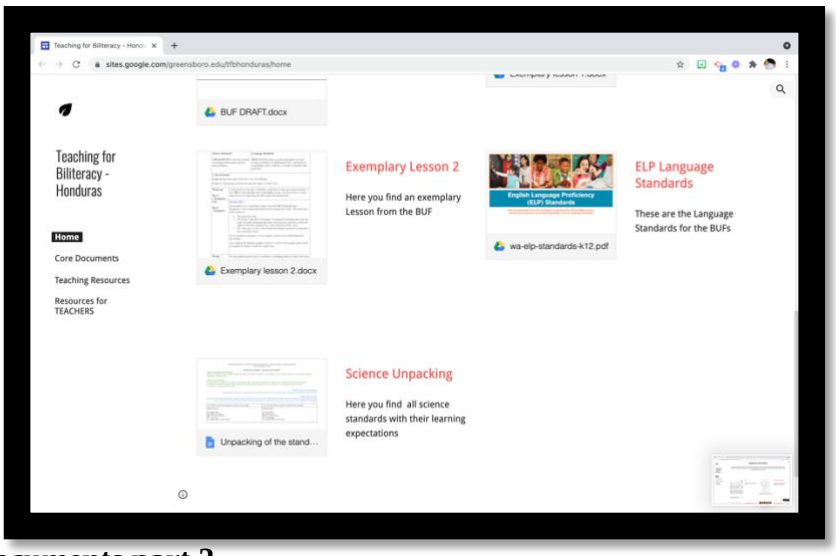


Figure 4.3: Documents part 2

Scrolling down the home page, teachers can find the original documents in view mode. They will be able to download each document.

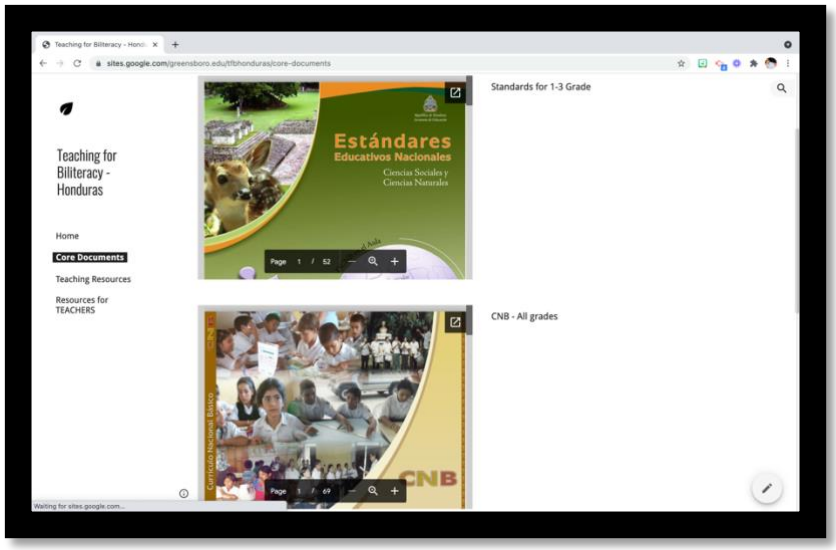


Figure 4.4: Core documents tab part 1

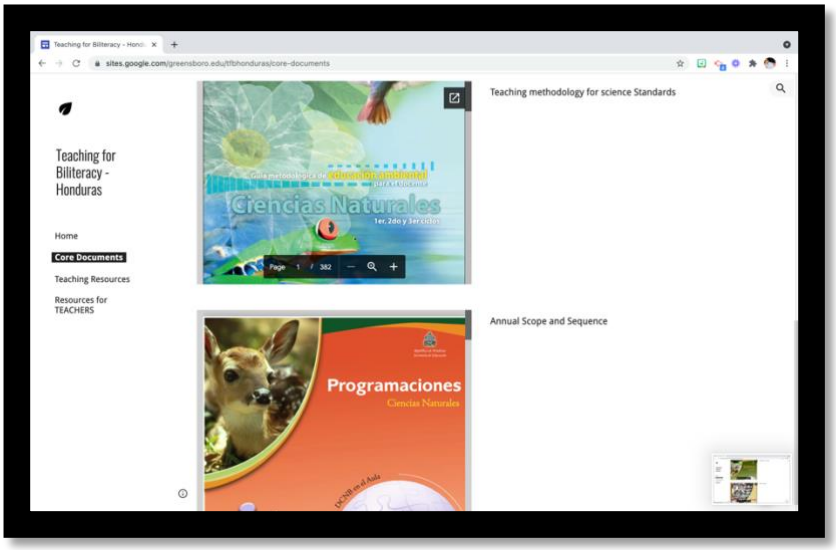


Figure 4.4: Core documents tab part 2

In the core documents tab, teachers can find the most recent standard documents from the CNB. They can find the standards for science and social studies since they belong to the same document. They can also find curricula for all other grades. Finally, they can find the teaching methodology and annual scope and sequence for the science content standards.

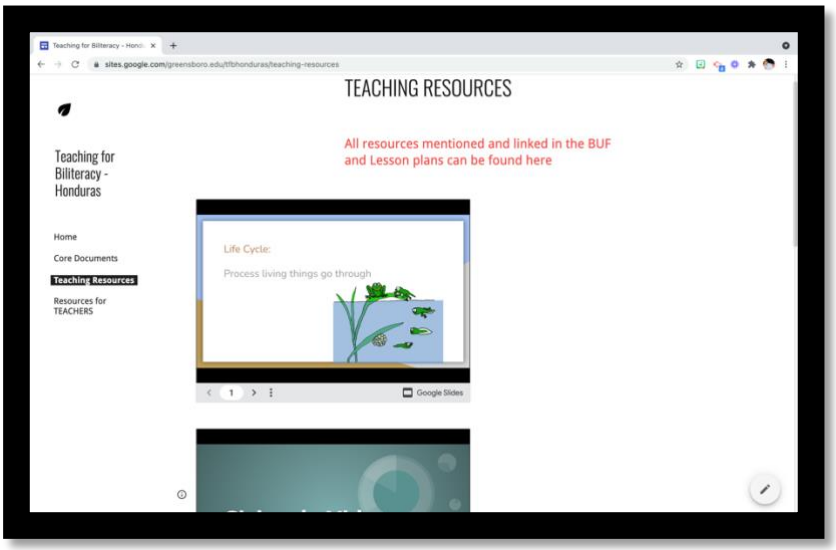


Figure 4.5: Teaching resources tab part 1

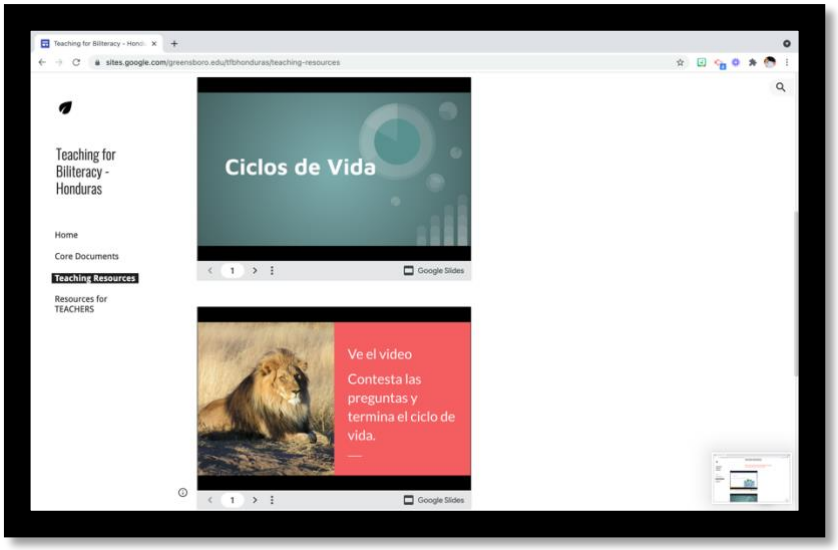


Figure 4.6: Teaching resources tab part 2

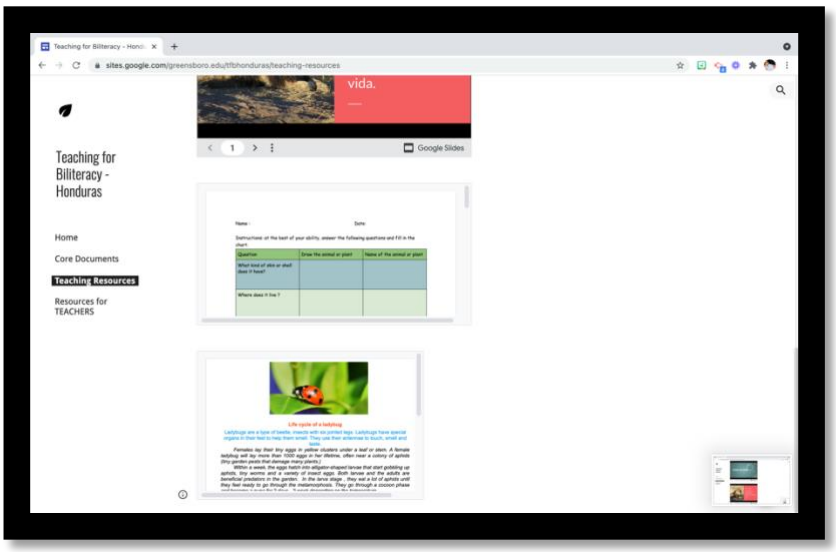


Figure 4.7: Teaching resources tab part 2

In this section of the website, teachers can find all resources linked in the lesson plans and the BUF. This is only an extra help in case they want to directly use the resource and modify the lesson plan, since the links provided in the documents immediately direct them to the resources.

Figure 4.8: Resources for teachers' tab part 1

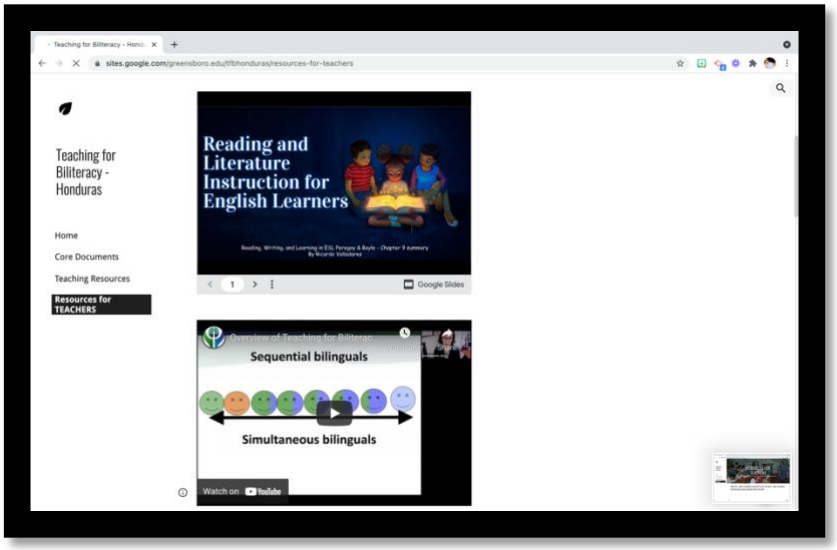


Figure 4.9: Resources for teachers' tab part 2

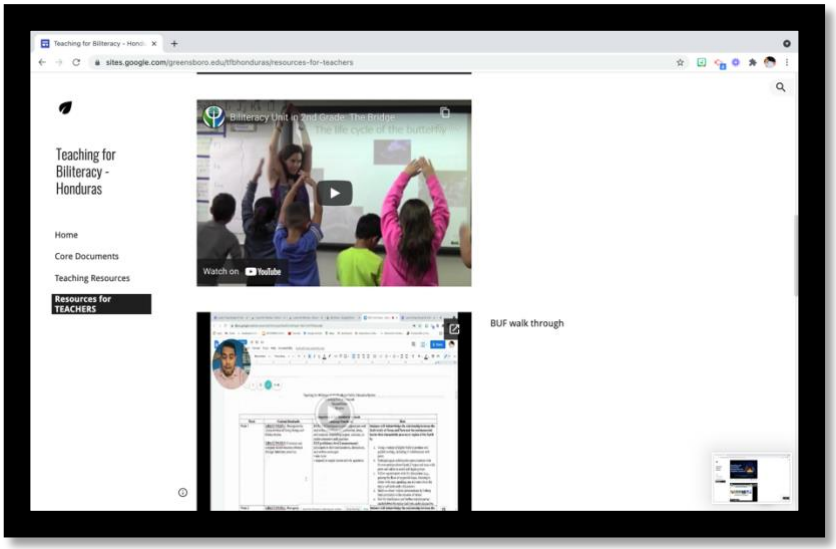


Figure 4.10: Resources for teachers' tab part 3

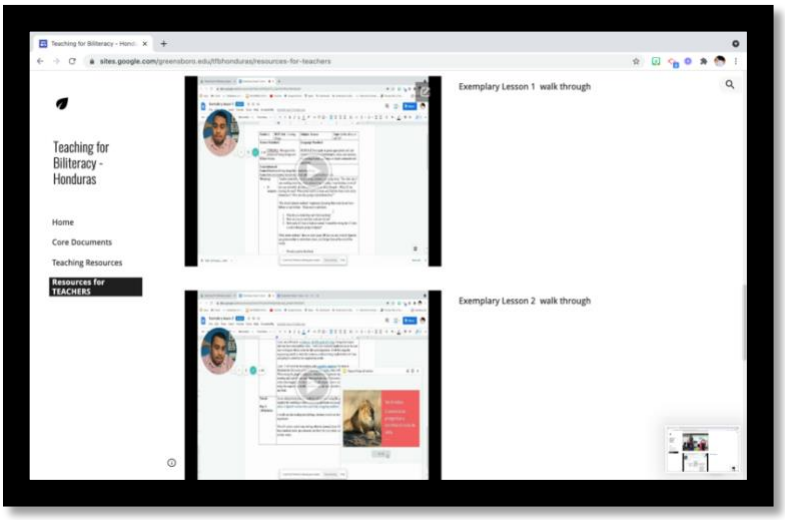


Figure 4.11: Resources for teachers' tab part 4

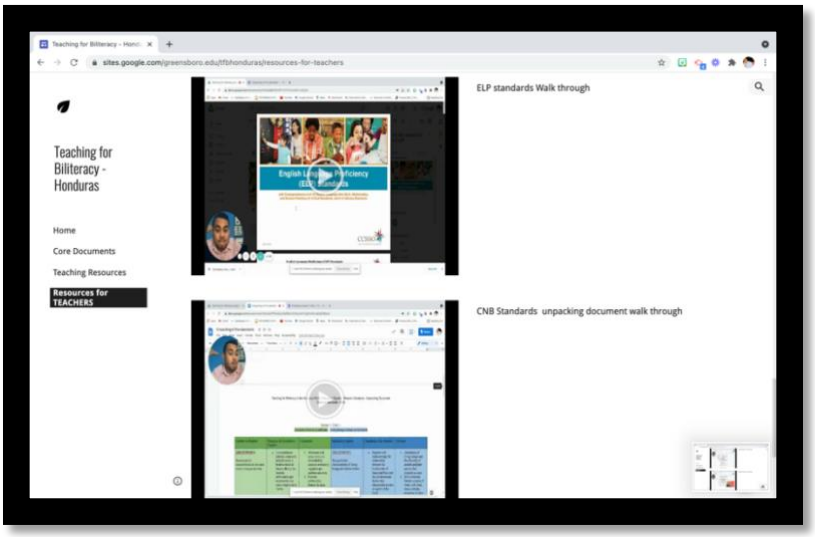


Figure 4.12: Resources for teachers' tab part 5

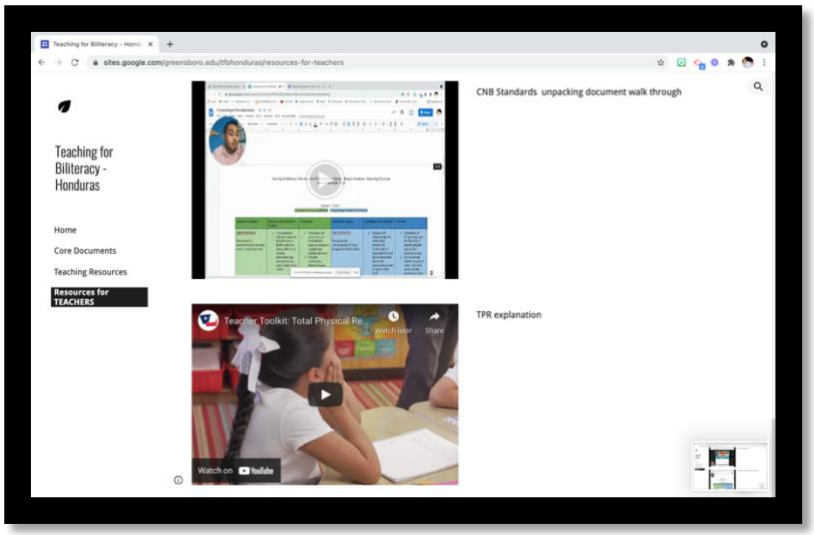


Figure 4.13: Resources for teachers' tab part 6

In the teacher resources section, teachers can find important resources that will help them to make this project possible, such videos explaining the creation of further lessons from the BUFs, new BUFs, walkthroughs of the BUF, standards, and unpacking documents. Also, some externals videos explaining the bridge and TPR. This section will be updated with PDs on teaching strategies though a DL program context.

In the appendices section, you can find the BUF, exemplary lessons and unpacking documents

Chapter Five: Conclusions

Carrying the label of being from a “developing country” as I have traveled and taught has been a heavy burden. I have always felt the need to prove to the world the potential that Honduras has; we can be an example for Latin America and the rest of the world. Honduras has an infamy of corruption, drug dealing, violence, and all kinds of pejorative adjectives that the media can come up with. What the media does not fairly portray is the fact that we Hondurans have the willingness to be better. The only way to support the Honduran society is by providing them with the necessary opportunities to thrive. By creating this project, I was able to learn that there is a possibility for my country and my compatriots to aim for a better future. Teaching for biliteracy in Honduras opens the possibility for a better educated, and more professionally prepared society. This project is relevant because it is not just idealistic, but it also addresses a real social issue that can be neutralized through education and the teaching of English to speakers of other languages.

With the upcoming Honduran elections on November 28th, 2021, it is almost a fact that the political context in my country is going to change. This is an opportunity for this project to become a reality. I want this project to reach every child in Honduras in a timespan of ten to fifteen years. If I am not able to carry out the project myself, I would like for the people who do it to love it as much as I do, to see this project the way I see it. I want this project to be a milestone in the Honduran transformational process of education. Also, as a citizen of a Central

American country, I want this project to be an example for the whole region. I want to contribute to the construction and promotion of central-Americanism, as once Francisco Morazán dreamt.

I want this project to be implemented beyond the political proselytism. I want this project to be implemented with passion, empathy, love, compassion, preparedness, and with the willingness to transform our country. I want teachers to collaborate with each other, schools to collaborate with each other, the government to support projects like this and give the children of Honduras the importance that they deserve; to take them out of the neglect where they have been living for the past twelve years. I desire for kids to love school again, to fall in love with English, and to use the language to make it their own. I want their linguistic repertoires to broaden, I want the kids of Honduras to be a reference, an example for everybody that sets their eyes in Honduras.

This project can be improved if the content standards of Hondurans are revised and rewritten based on our current society. These standards have not been updated for fifteen years, and it is about time that we do so. Teachers must be trained on curriculum writing, lesson planning, new perspectives, and trends on teaching English to speakers of other languages. Teachers must understand that there is not a divorce between teaching English and teaching content. We must better the infrastructure of the public schools in Honduras. They must be equipped with good furniture, teaching aids, resources for teachers, technology, and everything that it is needed for this project to be a reality. Further studies on the needs of specific populations such as the North Coast of Honduras, the South Coast of Honduras, the East, and the West which are all marked in different cultures. A biliteracy unit framework must be imprinted with culture, and it should not look the same across every Honduran department. There are still some fundaments to be set before a project as visionary as this can be fulfilled. But I have faith

in God, my abilities, and in the upcoming government that we will make this project possible. I hope that in one of my future papers I can talk about the success that this project has had in Honduras and in Central America.

Appendices

Appendix A : Biliteracy Unit Framework

BUF

Considerations: This is the first unit for the Second-Grade annual scope and sequence. As we integrate the ELP standards, it is important to note that these ten standards encompass reading, writing, listening, and speaking, and are measured in 5 levels of proficiency. Not all ten standards must be addressed withing the same unit, but make sure to include all ten throughout the whole school year. The proficiency level aimed should increase every unit. Since this unit is supposed to be the beginning of the school year, we will focus on aiming for level 2.

Consideraciones: Esta es la primera unidad para el plan de secuencia anual de segundo grado. A medida que integramos los estándares ELP, es importante tener en cuenta que estos diez estándares abarcan lectura, escritura, comprensión auditiva y expresión oral, y se miden en 5 niveles de competencia. No todos los diez estándares deben abordarse dentro de la misma unidad, pero debemos asegurarnos de incluir los diez durante todo el año escolar. El nivel de competencia que se busca debe aumentar en cada unidad. Dado que se supone que esta unidad es el comienzo del año escolar, nos centraremos en apuntar al nivel 2.

<table>
<tr><td colspan="2">Grade: 2
Science
Unit 1</td></tr>
<tr><td rowspan="2">Content Standards: Estándares de ciencias naturales – CNB Honduras</td><td>Language of instruction: English</td></tr>
<tr><td>Time Frame: 1-8 Weeks</td></tr>
<tr><td>Language Standards: English Language Proficiency (ELP) Standards</td><td>Theme: Living Things</td></tr>
<tr><td colspan="2">Essential Question: Do all living things have the same characteristics?

Essential Understanding: We want students to understand that living things have different habitats, life cycles, and therefore different characteristics.

Science Storyline: In second grade, students should have a background on basic concepts about living things such as their need of water and food to survive. This School year students should understand how our country of Honduras has one of the most important floras and faunas in the world. We have endemic species that are especial to our territory. As students learn to recognize the characteristics of living beings and lifeless bodies (2. B1.CCNN.SV.1), it is important to contextualize their learning by talking about species from around the world but also, endemic species. Later in the unit, we will help our students classify animals according to their characteristics and usefulness. (2.B1.CCNN.SV.3), It is important for us as Honduran to embrace our agricultural</td></tr>
</table>

background. At this point, we will start by studying humans as living things, then with animals around the world, so we can later focus on animals with useful purposes and skills for Honduran farmers. Eventually, we will focus on a different kind of living things. we will classify the plants in their environment according to their basic characteristics and functions **(2.B1.CCNN.SV.2).** Honduras is known for the many uses we give to plants, and it would be beneficial for kids to know this. Finally, we will identify the natural resources of their region considering their characteristics and usefulness (**2.B1.CCNN.SV.4).** We will integrate all this meaning full content by commenting and comparing the information obtained through laboratory practices (**2.B1.CCNN.SV.5)**

Language Arts Story Line: As the first unit of the instructional year, it will be important to establish the behaviors and routines necessary for literacy so that they can be revisited efficiently in following units throughout the year. Important balanced literacy routines to establish include (but are not limited to) minilessons and teacher modeling, guided reading and small group instruction, partner reading, read alouds, and shared reading and writing. Beginning with this unit, and with all following units, the material to be used within these literacy routines should be directly connected to the science content to create a meaningful context for comprehension. Furthermore, the structure of the unit allows students to build oracy and content knowledge prior to engaging in reading that focuses on concepts from the content area. The texts that students read and analyze during reading instruction serve as mentorship for the kind of writing that students will be expected to produce. Explicit writing instruction follows reading instruction as that is where students put the knowledge they have gained from the content as well as through reading instruction into their own creation. While both literary and informational texts can be used during this unit to learn more about living things and their characteristics, formal and explicit reading instruction in this unit will focus on understanding how to approach and better comprehend grade-level texts. Spanish can be used as a tool to support the acquisition of English and should never be discouraged or addressed in a derogatory manner.

Students will be guided to construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing **ELP.2-3.1**. as well as participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions **ELP.2-3.2.** Speak and write about grade-appropriate complex literary and informational texts and topics **ELP.2-3.3.** Whenever time allows, students should construct grade-appropriate oral and written claims and support them with reasoning and evidence. **ELP.2-3.4.** The teacher must serve as a guide to conduct research and evaluate and communicate findings to answer questions or solve problems **ELP.2-3.5.** We will analyze and critique the arguments of others orally and in writing **ELP.2-3.6.** Teachers should show students how to adapt language choices to purpose, task, and audience when speaking and writing **ELP.2-3.7.** when studying vocabulary words, prompt students to determine the meaning of words and phrases in oral presentations and literary and informational text **ELP.2-3.8.** We will create clear and

coherent grade-appropriate speech and text **ELP.2-3.9.** to make accurate use of standard English to communicate in grade-appropriate speech and writing **ELP.2-3.10.**

Integration of the Standards by week			
Week	**Content Standards**	**Language Standards**	**How**
Week 1	**2.B1.CCNN.SV.1.** Recognize the characteristics of living beings and lifeless bodies. **2.B1.CCNN.SV.5.** Comment and compare the information obtained through laboratory practices.	**ELP.2-3.2** Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions **ELP proficiency level 2 measurement:** participate in short conversations, discussions, and written exchanges • take turns • respond to simple yes/no and wh-questions	**Students will Acknowledge the relationship between the biodiversity of fauna and flora and the environmental factors that characterize an area or region of the Earth by**: a. Using a variety of digital tools to produce and publish writing, including in collaboration with peers. b. Participating in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups. c. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

			d. Build on others' talk in conversations by linking their comments to the remarks of others. e. Ask for clarification and further explanation as needed about the topics and texts under discussion.
Week 2	**2.B1.CCNN.SV.1.** Recognize the characteristics of living beings and lifeless bodies. **2.B1.CCNN.SV.5.** Comment and compare the information obtained through laboratory practices.	**ELP.2-3.1** Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing **ELP proficiency level 2 measurement:** use an emerging set of strategies to: • identify some key words and phrases • identify the main topic or message/lesson from read-alouds, simple written texts, and oral presentations.	**Students will Acknowledge the relationship between the biodiversity of fauna and flora and the environmental factors that characterize an area or region of the Earth by:** a. Identifying the main topic of a multipara graph text as well as the focus of specific paragraphs within the text. b. Describing the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. c. Explaining how specific images (e.g. a diagram showing how a machine works) contribute to and clarify a text. d. Asking and answering questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. e. describing key ideas or details from a text read aloud or information presented orally or through other media. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

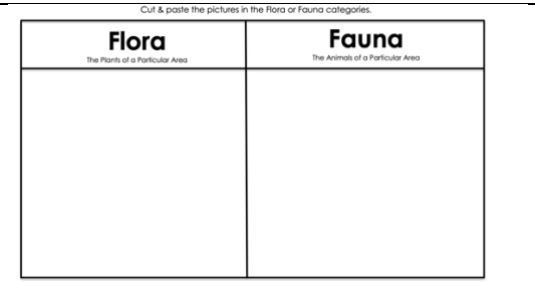
Week 3	**2.B1.CCNN.SV.3.** Classify animals according to their characteristics and usefulness. **2.B1.CCNN.SV.5.** Comment and compare the information obtained through laboratory practices.	**ELP.2-3.5** Conduct research and evaluate and communicate findings to answer questions or solve problems **ELP proficiency level 2 measurement:** with prompting and support, • carry out short individual or shared research projects • recall information from experience • gather information from provided sources • record some information/observations in simple notes.	1. **Students will analyze the relationship of animals with the environment where they live through the environmental factors they need to live** 2. **Identify animal life with several environmental factors** a. Participating in shared research and writing projects (e.g., read several books on a single topic to produce a report: record science observations). b. Recalling information from experiences or gather information from provided sources to answer a question. c. Telling a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
Week 4	**2.B1.CCNN.SV.3.** Classify animals according to their characteristics and usefulness.	**ELP.2-3.2** Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer,	1. **Students will analyze the relationship of animals with the environment where they live through the environmental factors they need to live.**

	2.B1.CCNN.SV.5. Comment and compare the information obtained through laboratory practices.	audience, or reader comments and questions **ELP proficiency level 2 measurement:** participate in short conversations, discussions, and written exchanges • take turns • respond to simple yes/no and wh-questions	**2. Students will identify animal life with several environmental factors.** a. Using a variety of digital tools to produce and publish writing, including in collaboration with peers. b. Participating in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups. c. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). d. Build on others' talk in conversations by linking their comments to the remarks of others. e. Ask for clarification and further explanation as needed about the topics and texts under discussion.
Week 5	**2.B1.CCNN.SV.2.** Classify the plants in their environment according to their basic characteristics and functions. **2.B1.CCNN.SV.5.** Comment and compare the information obtained through laboratory practices.	**ELP.2-3.5** Conduct research and evaluate and communicate findings to answer questions or solve problems **ELP proficiency level 2 measurement:** with prompting and support,	**1. Students will analyze the relationship of plants with the environment where they live through the environmental factors they need to live.** **2. Students will identify plant life with several environmental factors by** a. Participating in shared research and writing projects (e.g., read several books on a single topic to

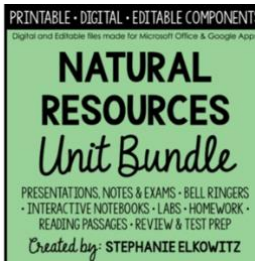
		• carry out short individual or shared research projects • recall information from experience • gather information from provided sources • record some information/observations in simple notes	produce a report: record science observations). b. Recalling information from experiences or gather information from provided sources to answer a question. c. Telling a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
Week 6	**2.B1.CCNN.SV.2.** Classify the plants in their environment according to their basic characteristics and functions. **2.B1.CCNN.SV.5.** Comment and compare the information obtained through laboratory practices.	**ELP.2-3.1** Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing **ELP proficiency level 2 measurement:** Use an emerging set of strategies to: • identify some key words and phrases • identify the main topic or message/lesson	**1. Students will analyze the relationship of plants with the environment where they live through the environmental factors they need to live.** **2. Students will identify plant life with several environmental factors by** a. Identifying the main topic of a multipara graph text as well as the focus of specific paragraphs within the text. b. Describing the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. c. Explaining how specific images (e.g. a diagram showing how a machine works) contribute to and clarify a text.

		from read-alouds, simple written texts, and oral presentations.	d. Asking and answering questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. e. describing key ideas or details from a text read aloud or information presented orally or through other media. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
Week 7	**2.B1.CCNN.SV.4.** Identify the natural resources of their region considering their characteristics and usefulness. **2.B1.CCNN.SV.5.** Comment and compare the information obtained through laboratory practices.	**ELP.2-3.2** Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions **ELP proficiency level 2 measurement:** participate in short conversations, discussions, and written exchanges • take turns • respond to simple yes/no and wh-questions	**1. Students will identify the main areas or natural environments of Honduras, describing its climate, its fauna and its flora.** **2. Students will consider Honduras as a land that has enormous wealth thanks to its biodiversity of fauna and flora by:** a. Using a variety of digital tools to produce and publish writing, including in collaboration with peers. b. Participating in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups. c. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). d. Build on others' talk in conversations by linking their comments to the remarks of others.

			Ask for clarification and further explanation as needed about the topics and texts under discussion
Week 8	**2.B1.CCNN.SV.4.** Identify the natural resources of their region considering their characteristics and usefulness. **2.B1.CCNN.SV.5.** Comment and compare the information obtained through laboratory practices.	**ELP.2-3.5** Conduct research and evaluate and communicate findings to answer questions or solve problems **ELP proficiency level 2 measurement:** with prompting and support, • carry out short individual or shared research projects • recall information from experience • gather information from provided sources • record some information/observations in simple notes.	**1. Students will identify the main areas or natural environments of Honduras, describing its climate, its fauna, and its flora.** **2. Students will consider Honduras as a land that has enormous wealth thanks to its biodiversity of fauna and flora by:** d. Participating in shared research and writing projects (e.g., read several books on a single topic to produce a report: record science observations). e. Recalling information from experiences or gather information from provided sources to answer a question. f. Telling a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Task and Assessments for each week			
Week	**Oracy activity – use these activities as a lesson opener.**	**Formative Assessment**	**Summative Assessment**
1	Bring pictures of different plants, animals, and ecosystems, later ask students what they notice about them. Ask them where specific animals and plants belong in terms of ecosystems and ask them why they think so.	As students engage in these activities, take notes on which vocabulary words they do not know in English yet. See if they know how animals depend on the ecosystem where they inhabit. Do not interrupt students or help with any words as they participate, let them use some Spanish if needed	 Cut & paste the pictures in the Flora or Fauna categories. Flora — The Plants of a Particular Area; Fauna — The Animals of a Particular Area
2	Post the map of Honduras on the board and give students cut outs of animals and plants. First, they need to talk with a classmate or two about what animal or plant they were given and where they think those living beings can be found and make them justify their reasoning.	See if after teaching the vocabulary words you taught them last week, they can use them in a natural conversation. Be attentive of language transfer so you can later address it generally during whole group instruction.	 save this product for week 5

3	Have students name 3 different animals each, one that lives in the water, one that flies, and one that has a lot of fur. Ask them what they know about them. have them work in groups to make up a story about one of the animals so they can later share it with the class.	Pay attention if students are able to retell as story in a logical sequence (BME) , inform your teaching and focus on the details they missed.	
4	Ask students what the closet rural area in their community is. Let them tell you what animals they find there and how useful they are, and what their life cycle looks like.	See if students can accurately describe the life cycle of this animals. Link the life cycle with the classification of animals	
5	Give back students their summative assessment from week 5. show real photographs of the plants they drew. Have them sort them as they see fit (by color, by size, by flower or fruit, etc). ask them why they sort them the way they did.	This will help you know if students have any previous knowledge on the classification of plants. This can determine whether you are going to spend a lot or little time providing explicit instruction.	Provide students with articles about specific plants so they can create a fact sheet in groups of 3 or 4. (if your school has enough technology for the groups, you can have this done in google slides, if not, provide pictures, paper, colors, and glue). Create the fact sheet with the information you would like to be included. – see attached example as reference

6	Let students have a conservatory with their classmates about how plants are different and alike from animals, humans, and other plants.	This will help you select the kind of informational text for this week as they will describe the connection of a plant's life cycle and an animal. You should also focus on main idea this week, so use students content gaps to select or create appropriate text.	
7	Connect the importance of animals and plants for human beings. Find pictures of local stores and local products that are sold in your community and ask kids how does nature contribute to the elaboration of such products.	Students will explain in their own words the relationships between, animals, plants , nature and natural resources.	
8	Not needed	Not needed	Oral presentation on the natural resources they can find in their community, how they are used. Create your own rubric evaluating the information you consider important

Appendix B. Unpacking document

¿Cuál es el propósito de este documento?

Aumentar el rendimiento de los estudiantes asegurándose de que los educadores comprendan específicamente lo que los estándares significan que un estudiante debe saber, comprender y ser capaz de hacer.

¿Qué hay en el documento?

Descripciones de lo que significa cada estándar que un estudiante sabrá, comprenderá y podrá hacer. El "desglose" de los estándares realizado en este documento es

un esfuerzo por responder una pregunta simple "¿Qué dice este estándar que un estudiante debe saber y poder hacer?" y para asegurar que la descripción sea

útil, específica y completa para los educadores.

What is the purpose of this document?

To increase student achievement by ensuring educators understand specifically what the standards mean a student must know, understand and be able to do.

What is in the document?

Descriptions of what each standard means a student will know, understand and be able to do. The “unpacking” of the standards done in this document is an effort to answer a simple question “What does this standard mean that a student must know and be able to do?” and to ensure the description is helpful, specific, and comprehensive for educators.

Se ha creado un código para identificar el estándar. Aquí un ejemplo	A code has been created to identify the standard. Here is an example
2.B1.CCNN.SV.1. **2** = segundo grado **B1** = bloque 1 (unidad 1) **CCNN** = Ciencias Naturales **SV** = seres vivos **1** = estándar número 1 de este bloque.	**2.B1.CCNN.SV.1.** **2** = second grade **B1** = block 1 (unit 1) **CCNN** = Natural Sciences **SV** = living beings **1** = standard number 1 of this block.

Unidad 1 / Unit 1 -

Los seres vivos en su ambiente - Living beings in their environment

Estándar en Español	Desglose del Estándar en Español	Contenidos	Standard in English	Unpacking of the Standard	Contents
2.B1.CCNN.SV. 1. Reconocen las características de los seres vivos y cuerpos sin vida	a. Los estudiantes deberán conocer la relación entre la biodiversidad de fauna y flora y los factores ambientales que caracterizan una zona o región de la Tierra.	1. Abundancia de seres vivos y la diversidad de especies animales y vegetales que pueblan una zona. 2. Factores ambientales: fuentes de agua, suelo, alimentos, espacio, clima, existencia de otros seres vivos en zonas cercanas, etc.	2.B1.CCNN.SV. 1. Recognize the characteristics of living beings and lifeless bodies.	a. Students will Acknowledge the relationship between the biodiversity of fauna and flora and the environmenta l factors that characterize an area or region of the Earth.	1. Abundance of living beings and the diversity of animal and plant species that populate an area. 2. Environment al factors: sources of water, soil, food, space, climate, existence of other living beings in nearby areas, etc.

2.B1.CCNN.SV.2. Clasifican las plantas de su entorno según sus características y funciones básicas.	a. Los estudiantes deberán analizar la relación de las plantas con el medio donde habitan a través de los factores ambientales que necesitan para vivir. b. Los estudiantes deberán identificar la vida vegetal con una serie de factores ambientales.	1. Necesidades orgánicas de las plantas (agua, aire, suelo, energía, clima, relaciones con otros seres vivos). 2. Respeto y cuidado de los componentes ambientales que hacen posible la biodiversidad vegetal natural de nuestro entorno.	2.B1.CCNN.SV.2. Classify the plants in their environment according to their basic characteristics and functions.	a. Students will analyze the relationship of plants with the environment where they live through the environmental factors they need to live. b. Students will identify plant life with several environmental factors.	1. Organic needs of plants (water, air, soil, energy, climate, relationships with other living beings). 2. Respect and care for the environmental components that make possible the natural plant biodiversity of our environment.
2.B1.CCNN.SV.3. Clasifican los animales de acuerdo a sus características y utilidad.	a. Los estudiantes deberán analizar la relación de los animales con el medio donde habitan a través de los factores ambientales que necesitan	1. Necesidades orgánicas de los animales (agua, aire, alimentos, clima, relaciones con otros seres vivos). 2. Respeto y	2.B1.CCNN.SV.3. Classify animals according to their characteristics	a. Students will analyze the relationship of animals with the environment where they live through the environmenta	1. Organic needs of animals (water, air, food, climate, relationships with other living beings).

	para vivir. b. Los estudiantes deberán identificar la vida animal con una serie de factores ambientales. c. Los estudiantes deberán aprender sobre cómo Controlan el desarrollo y crecimiento de especies animales beneficiosas o dañinas d. Los estudiantes deberán interpretar la reproducción como una función vital de los seres vivos ya que es	cuidado de los factores ambientales que hacen posible la biodiversidad animal natural de nuestro entorno. 3. Manejo responsable de ciertos factores ambientales que favorecen o dificultan el desarrollo de especies animales beneficiosas o dañinas para el ser humano. 4. Relación de la reproducción de los seres vivos con la supervivencia de una especie y su expansión hacia otras	and usefulness.	l factors they need to live. b. Students will identify animal life with a number of environmenta l factors. c. Students will learn about thel control the development and growth of beneficial or harmful animal species. d. Students will Interpret reproduction as a vital function of living beings since it is the mechanism	2. Respect and care for the environment al factors that make possible the natural animal biodiversity of our environment . 3. Responsible management of certain environment al factors that favor or hinder the development of beneficial or harmful animal species for humans. 4. Relationship of the reproduction of living beings with the survival of a species

	el mecanismo que perpetúa las especies. e. Los estudiantes deberán identificar los requerimientos físicos y psíquicos que hacen posible una reproducción sana y exitosa entre los seres humanos.	zonas. 5. Valoración de la importancia de la reproducción en la supervivencia de las especies		that perpetuates the species. e. Students will Identify the physical and mental requirements that make healthy and successful reproduction possible among human beings.	and its expansion to other areas. 5. Assessment of the importance of reproduction in the survival of the species

2.B1.CCNN.SV. 4. Identifican los recursos naturales de su región tomando en cuenta sus características y utilidad.	a. Los estudiantes deberán identificar las principales zonas o ambientes naturales de Honduras, describiendo su clima, su fauna y su flora. b. Los estudiantes deberán considerar a Honduras como una tierra que cuenta con una enorme riqueza gracias a su biodiversidad de fauna y flora.	1. Reconocimiento y valoración de la biodiversidad natural de Honduras.	2.B1.CCNN.SV. 4. Identify the natural resources of their region taking into account their characteristics and usefulness.	a. Students will identify the main areas or natural environments of Honduras, describing its climate, its fauna and its flora. b. Students will consider Honduras as a land that has enormous wealth thanks to its biodiversity of fauna and flora.	1. Recognition and appreciation of the natural biodiversity of Honduras.
2.B1.CCNN.SV. 5. Comentan y comparan la información obtenida por	1. Este estándar debe ser enseñado en conjunto con los otros estándares simultáneamente.		2.B1.CCNN.SV. 5. Comment and compare the information obtained through	1. This standard must be taught integrated with the other standards simultaneously.	

medio de prácticas de laboratorio.			laboratory practices.		

Appendix C: Exemplary lessons

Grade: 2	**BUF Unit**: 1 Living things	**Subject**: Science	**Topic:** Is this alive, or isn't it?
Science Standard: **2.B1.CCNN.SV.1.** Recognize the characteristics of living beings and lifeless bodies.		**Language Standard:** **ELP.2-3.2** Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	
I can statement: **I can** differentiate living things from nonliving things. **I can** write and express reasons to explain why an object is alive or not.			
Warm up - **5 minutes**	Teacher starts the class by telling students a made-up story *"The other day I was walking down my street, and as I was walking, I was kicking a rock all the way downhill. At some point I stopped, and I thought – What if I am hurting the rock? What if this rock is a mom and I left the baby rocks all by themselves!? How are they going to feed themselves?"* This should prompt students' responses indicating that rocks do not have babies or can be hurt. Make sure to ask them: 1. Why do you think they can't feel anything? 2. How are you so sure that rocks do not eat? 3. How come if I was to kick an animal would be wrong but if I kick a rock nothing is going to happen? Write down students' ideas on chart paper (If they say any word in Spanish, use green marker to write them down, and bridge them at the end of the week). - Provide positive feedback		

I do **-10 minutes**	Teacher now tells students that the reason why a rock cannot feel anything is because it is a nonliving thing. Explain that in our planet we have living and nonliving things and that today we are going to learn about it. - Play this video (if you have the technology available, if not, you can find pictures on newspapers that can serve as examples of the characteristics of living and nonliving things. Illustrate the characteristics with pictures "they can move, they can breathe, they can reproduce, they can die"
We do – 5 minutes	- Provide students with the following worksheet to solve in groups. They are to sort living and nonliving things
You do – **10 minutes**	- Independently students will write a paragraph about 1 living and 1 nonliving thing they can find in their communities. Provide the following sentence starters with their equivalent in Spanish. In my community I can find …/ En mi comunidad puedo encontrar… I know it is a living thing because…/ Yo se que es algo que esta vivo porque… I know it is a nonliving thing because …/ Yo se que es una cosa sin vida porque…

Grade: 2	**BUF Unit**: 1 Living things	**Subject**: Science	**Topic: Living things go through life cycles** (This topic is to be developed in 3 days)
Science Standard: **2.B1.CCNN.SV.3.** Classify animals according to their characteristics and usefulness.		**Language Standard:** **ELP.2-3.2** Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions	
I can statement: **I can** explain each stage of the life cycle of a ladybug **I can** use sequencing words to describe the stages of a life cycle. .			
Warm up **Day 1** **- 20 minutes**	I will start by reviewing vocabulary words that we have previously learned. I use TPR (I will elaborate more in the **I do** section). For the review I would skip one or two steps from the three-part drill and the kids		
I do **Day 1** **-20 minutes**	Google slides: To introduce new vocabulary words, I use the TPR (Total physical Response). I use a three-part drill for kids to learn the words. The three-part drill consists in 1. We name the word. 2. We discuss what the word means, we negotiate meaning and come up with a friendly definition that kids will remember and that would still address what the standard says is the definition of the word. 3. We come up as a class with a body movement (a gesture) to represent the vocabulary word. As we negotiate meaning, we use cognates, picture cues and background knowledge. As a support for Spanish speakers, I have a version of the google slides ready in Spanish for them to make the connection.		

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